



## Year 3 Curriculum Overview 2023 - 2024

**K Walker**

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SUBJECT	Autumn		Spring		Summer	
TOPIC	Rumbles, Rocks and Romans		Incredible India		East Anglia and the Stone Age	
English	<p><b>Instructions – Catapult / Volcano</b> x 2 weeks</p> <p><i>Outcome – introductions, 2 instructions – How to make a Catapult / Volcano PopArt</i></p> <p><i>Grammar: S1 Expressing time, place and cause using conjunctions</i></p> <p><b>Narrative: Escape from Pompeii by Christina Balit</b> x4 weeks</p> <p><i>Outcome – Description of characters and settings, dialogue</i></p>	<p><b>Playscript – Write, rehearse and perform Class assembly</b> x 2 weeks</p> <p><i>Outcome – colons, stage directions using brackets, Narrator, write their own part for the class assembly</i></p> <p><b>Recounts - Roman newspaper The Roman Record (Newspaper History) by Paul Dowswell</b> x3 weeks</p> <p><i>Outcome – lead sentences, captioned pictures, recount of events, quotes</i></p>	<p><b>Narrative: Rickshaw Girl by Mitali Perkins</b> x3 weeks</p> <p><i>Outcome - Description of settings, Characters, Persuasive letter</i></p> <p><i>Grammar: T1 Introductions to paragraphs as a way to group related material.</i></p> <p><b>Letter Writing – Dr K Fisher by Claire Llewellyn</b> x3 weeks</p> <p><i>Outcome - Research Indian animals, write</i></p>	<p><b>Traditional Tale: Cloud Tea Monkeys by Mal Peet</b> x3 weeks</p> <p><i>Outcomes – Descriptive passages, writing in role, instructions, letter, discussion, non-chronological report</i></p> <p><i>Grammar: S1 Expressing time, place and cause using conjunctions</i></p> <p><i>T1 Introductions to paragraphs as a way to group related material.</i></p>	<p><b>Narrative - Mr Penguin and the Lost Treasure by Alex T Smith</b> X4 weeks</p> <p><i>Outcome, persuasive letter, character description, advert, newspaper.</i></p> <p><i>Grammar: P1 Introduction to inverted commas to direct speech</i></p> <p><b>Explanations – Until I met Dudley by Roger McGough - Plants</b> x3 weeks</p> <p><i>Outcome – letter, short explanatory paragraph,</i></p>	<p><b>Picture Book – The First Drawing by Mordicai Gerstein</b> x2 weeks</p> <p><i>Outcome – Children explore the <b>Stone Age</b>. They write diary entries, explore the conventions of speech, create character descriptions and write their own historical narratives.</i></p> <p><b>Narrative – Stig of the Dump by Philip Ridley</b> x4 weeks</p>

	<p><i>Grammar: T3 Use of the present perfect of verbs instead if the simple past</i></p> <p><i>P1 Introduction to inverted commas to direct speech</i></p>	<p><i>Grammar: T2 Headings and subheadings to aid presentation</i></p> <p><i>T3 Use of the present perfect of verbs instead if the simple past</i></p> <p><i>S1 Expressing time and place</i></p> <p><b>Poetry – Ancient Rome (Modern Rhymes about Ancient Times) by Susan Altman x2 weeks</b></p> <p><i>Outcome – variety of poetry forms</i></p>	<p><i>letters and research response letters</i></p> <p><i>Grammar: T1 Introductions to paragraphs as a way to group related material.</i></p> <p><i>T2 Headings and subheadings to aid presentation</i></p>	<p><b>Fable: Cinnamon by Neil Gaiman x3 weeks</b></p> <p><i>Outcomes – Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms</i></p> <p><i>Grammar: P1 Introduction to inverted commas to direct speech</i></p>	<p><i>two explanation texts – formal and informal</i></p> <p><i>Grammar: Prepositions</i></p>	<p><i>Outcome - Character description, Diary, Adding an extra chapter, Book review</i></p> <p><i>Grammar: P1 Introduction to inverted commas to direct speech</i></p> <p><b>Poetry – Michael Rosen : I was born in the Stone Age x2 weeks</b></p> <p><i>Outcome – Write a variety of performance and narrative poetry</i></p>
<p><b>Guided Reading</b></p> <p><b>VIPERS</b></p> <p>Vocabulary Infer Predict Explain Retrieval Summarise Sequence</p>	<p><b>Pebble In My Pocket by Meredith Hooper and Chris Coady x11 sessions (Non fiction)</b></p> <p><b><i>*Each session covers all viper areas</i></b></p> <ol style="list-style-type: none"> <li>Vocab (2a) pg 1-3</li> <li>Infer (2d) pg 4-5</li> <li>Predict (2e) pg 6-7</li> <li>Explain (2d) pg 7-8</li> <li>Retrieval (2b) pg 9-10</li> <li>Summarise (2c) pg 11-12</li> <li>Vocabulary (2a) pg 13-16</li> <li>Infer (2d) pg 17-20</li> <li>Predict (2e) pg 21-24</li> <li>Explain (2d) pg 25-28</li> </ol>	<p><b>The Street Beneath My Feet by Charlotte Guillian x15 sessions (Non-fiction)</b></p> <ol style="list-style-type: none"> <li>Surveying the Ground (2b)</li> <li>Admiring the Layout (2b)</li> <li>Going Underground (2a)</li> <li>Finding the Functions (2a, 2b)</li> <li>Deeper (2b)</li> <li>... and Deeper (2b, 2d)</li> <li>It's Sedimentary my Dear Watson! (2d)</li> <li>This Book Rocks! (2a, 2b)</li> <li>This is Hardcore (2d, 2e)</li> </ol>	<p><b>Tiger Boy by Mitali Perkins x15 sessions (Narrative)</b></p> <ol style="list-style-type: none"> <li>Chap 1 Vocab (2a)</li> <li>Chap 2 Infer (2d)</li> <li>Chap 3 Predict (2e)</li> <li>Chap 4 Explain (2d)</li> <li>Chap 5 Retrieval (2b)</li> <li>Chap 6 Summarise (2c)</li> <li>Chap 7 Vocabulary (2a)</li> <li>Chap 8 Infer (2d)</li> <li>Chap 9 Predict (2e)</li> <li>Chap 10 Explain (2d)</li> <li>Chap11 Retrieval (2b)</li> </ol>	<p><b>A Necklace of raindrops by Joan Aiken x15 sessions (Short stories with morals)</b></p> <ol style="list-style-type: none"> <li>Exploring Genre (2e, 2g, 2h)</li> <li>Proving / disproving Predictions (2b, 2e)</li> <li>Thinking About Themes (2c, 2f)</li> <li>What's in a name? (2a, 2d, 2e, 2g)</li> <li>Sorting Summaries (2b, 2c)</li> <li>Playing with words (2a, 2g)</li> <li>Sorting out Structures and Looking for Literacy Language (2g)</li> </ol>	<p><b>I am the seed that grew the Tree by Fionna Waters x12 sessions (Poetry)</b></p> <ol style="list-style-type: none"> <li>Thinking about Poetry (2f, 2g)</li> <li>Meet the Publisher (2c, 2d)</li> <li>January (2a, 2e, 2g, 2h)</li> <li>Frozen (2c, 2f, 2h)</li> <li>The Wind (2b, 2d)</li> <li>The Wind continued (2g)</li> <li>Spring (2a, 2b)</li> <li>First Primrose (2c, 2d)</li> <li>Voices of Water (2d, 2e, 2g)</li> <li>Voices of Water continued (2d, 2g)</li> </ol>	<p><b>Stone Age Boy by Satoshi Kitamura x 6 sessions (Narrative – Historical setting)</b></p> <p><b><i>*Each session covers all viper areas</i></b></p> <ol style="list-style-type: none"> <li>Prediction (2a, 2e)</li> <li>Explaining vocabulary (2a, 2e, 2f) pg 8 - 11</li> <li>Retrieving Information (2a, 2b, 2d, 2h) pg 12 - 14</li> <li>Infer (2d) pg 15 - 17</li> <li>Retrieving Information (2b, 2d, 2e, 2f, 2g) pg 18 - 21</li> <li>Summarise (2c) pg 22-27</li> <li>Infer (2d) pg 28 – 34</li> </ol>

	11. Retrieval (2b) pg 29-32	10. Ordering the Earths Layers (2a) 11. Minerals (2b) 12. Fossils (2b) 13. Animals and their Homes (2d) 14. What have we learned? (2c) 15. Rock Collectors (2a, 2b)	12. Chap12 Summary (2c) 13. Chap13 Vocab (2a) 14. Chap14 Infer (2d) 15. Chap15 Predict (2e)	8. Retrieve to Infer (2b, 2d, 2h) 9. Looking for Patterns (2f, 2g) 10. Who, what, why? (2a, 2d, 2h) 11. Read and Respond (2b, 2d) 12. Building stamina (2d) 13. Talk to the hand (2b) 14. Handle the Talk (2b) 15. Likes, Dislikes, Puzzles and Connections (2c, 2h)	11. Frog Hop (2d) 12. Summer Holidays (2b, 2c, 2h)	<b>Arthur and the Golden Rope by Joe Todd Stanton x 6 sessions (Narrative - Adventure)</b>  1. Prediction (2a, 2e) 2. Explaining vocabulary (2a, 2e, 2f) 3. Retrieving Information (2a, 2b, 2d, 2h) 4. Retrieving Information (2b, 2d, 2g) 5. Retrieving Information (2b, 2d, 2e, 2f, 2g) 6. Role on the Wall (2d, 2f, 2h)
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<b>Guided Reading Content Coverage</b>		<b>2a</b>	<b>2b</b>	<b>2c</b>	<b>2d</b>	<b>2e</b>	<b>2f</b>	<b>2g</b>	<b>2h</b>	
		<i>Give/explain the meaning of words in context</i>	<i>Retrieve and record information /identify key details from fiction and non-fiction</i>	<i>Summarise main ideas form more than one paragraph</i>	<i>Make inferences from the text/explain and justify inferences with evidence form the text</i>	<i>Predict what might happen from details stated and implied</i>	<i>Identify /explain information / narrative content is related and contributes to meaning as a whole</i>	<i>Identify/ explain how meaning is enhanced through choice of words and phrases</i>	<i>Make comparisons within the text</i>	

<b>Year 3 Spelling</b>	1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.'	7. Words with the prefix 're-' 're-' means 'again' or 'back.' 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings.	13. The long vowel /a/ sound spelled 'ai' 14. The long /a/ vowel sound spelled 'ei.' 15. The long /a/ vowel sound spelled 'ey.' 16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 17. Homophones – words which have the	19. The /l/ sound spelled '-al' at the end of words. 20. The /l/ sound spelled '-le' at the end of words. 21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	25. Words ending in '-er' when the root word ends in (t)ch. 26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.	31. The suffix '-sion' 32. Revision – spelling rules we have learned in Stage 3. 33. Revision – spelling rules we have learned in Stage 3. 34. Revision – spelling rules we have learned in Stage 3. 35. Revision – spelling rules we have learned in Stage 3. 36. Revision – spelling rules we have learned in Stage 3
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	<p>4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p> <p>5. Words with endings that sound like /ch/ is often spelled -'ture' unless the root word ends in (t)ch.</p> <p>6. Challenge words</p>	<p>10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p> <p>11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.</p> <p>12. Challenge words</p>	<p>same pronunciation but different meanings and/or spellings.</p> <p>18. Challenge Words</p>	<p>23. Adding the suffix -ly. Words which do not follow the rules.</p> <p>24. Challenge Words</p>	<p>28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.</p> <p>29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.</p> <p>30. Challenge Words</p>	
<b>Handwriting (Continuous Cursive)</b>	<p>The Ladder Family</p> <ol style="list-style-type: none"> <li>The letter l</li> <li>The letter i</li> <li>The letter u</li> <li>The letter t</li> <li>The letter y</li> <li>The letter j</li> </ol>	<p>The One-Armed Robot Family</p> <ol style="list-style-type: none"> <li>The letter n</li> <li>The letter m</li> <li>The letter h</li> <li>Handwriting Practice</li> <li>Handwriting Practice</li> <li>Handwriting Practice</li> </ol>	<p>The One-Armed Robot Family</p> <ol style="list-style-type: none"> <li>The letter k</li> <li>The letter b</li> <li>The letter p</li> <li>The letter r</li> <li>Handwriting Practice</li> <li>Handwriting Practice</li> </ol>	<p>The Curly Caterpillar Family</p> <ol style="list-style-type: none"> <li>The letter c</li> <li>The letter a</li> <li>The letter d</li> <li>The letter e</li> <li>The letter s</li> <li>The letter g</li> </ol>	<p>The Curly Caterpillar Family</p> <ol style="list-style-type: none"> <li>The letter f</li> <li>The letter q</li> <li>The letter o</li> <li>The letter z</li> <li>The letter v</li> <li>The letter w</li> </ol>	<p>The Curly Caterpillar Family</p> <ol style="list-style-type: none"> <li>The letter x</li> <li>Assess and Review</li> <li>Assess and Review</li> <li>Handwriting Practice</li> <li>Handwriting Practice</li> <li>Handwriting Practice</li> </ol>
<b>Maths (Power Maths)</b>	<p><b>Unit 1: Place value within 1000</b> 14 lessons</p> <ol style="list-style-type: none"> <li>Represent and partition numbers to 100</li> <li>Number line to 100</li> <li>100s,</li> <li>Representing numbers to 1000</li> </ol>		<p><b>Unit 6: Multiplication and division (3)</b> 14 lessons</p> <ol style="list-style-type: none"> <li>Multiples of 10</li> <li>Related calculations</li> <li>Reasoning about multiplication</li> <li>Multiply 2 digits by 1 digit – no exchange</li> </ol>		<p><b>Unit 11: Fractions (2)</b> 9 lessons</p> <ol style="list-style-type: none"> <li>Add fractions</li> <li>Subtract fractions</li> <li>Partition the whole</li> <li>Problem solving – add and subtract fractions</li> </ol>	

5. Partition numbers to 1000
6. Partition numbers to 1,000 flexibly
7. 100s, 10s, 1s
8. Use a number line to 1000
9. Estimate on a number line to 1000
10. Find 1, 10 and 100 more or less
- 11 Compare numbers to 1000
- 12 Order numbers to 1000
13. Count in 50s
- 14 Assessment

**Unit 2: Addition and subtraction (1)** 11 lessons

1. Use known number bonds
2. Add / subtract 1s
3. Add / subtract 10s
4. Add / Subtract 100s
5. Spot the pattern
6. Add 1s across 10
7. Add 10s across 100
8. Subtract 1s across 10s
9. Subtract 10s across 100
10. Making connections
11. Assessment

**Unit 3: Addition and Subtraction (2)** 14 lessons

1. Add two numbers
2. Subtract two numbers
3. Add two numbers across 10
4. Add two numbers across 100
5. Subtract two numbers across 10
6. Subtract two numbers across 100
7. Add a 3 digit and a 2-digit number

5. Multiply 2 digits by 1 digit - exchange
6. Expanded written method
7. Link multiplication and division
8. Divide 2 digits by 1 digit – no exchange
9. Divide 2 digits by 1 digit – flexible partitioning
10. Divide 2 digits by 1 digit with remainders
11. How many ways?
12. Problem solving – mixed problems (1)
13. Problem solving – mixed problems (2)
14. Assessment

**Unit 7: Length and Perimeter** 12 lessons

1. Measure in m and cm
2. Measure in cm and mm
3. Metres, centimetres and millimetres
4. Equivalent lengths (m and cm)
5. Equivalent lengths (mm and cm)
6. Compare lengths
7. Add lengths
8. Subtract lengths
- 9 Measure perimeter
10. Calculate perimeter
11. Problem solving – length
12. Assessment

**Unit 8: Fractions (1)** 11 lessons

1. Understand the denominator of unit fractions
2. Compare and order unit fractions
3. Understand the numerator of non-unit fractions
4. Understand the whole
5. Compare and order non-unit fractions
6. Divisions on a number line
7. Count in fractions on a number line

5. Unit fractions of a set of objects
6. Non-unit fractions of a set of objects
7. Reason with fractions of an amount
8. Problem solving – fractions of measures
9. Assessment

**Unit 12: Money** 6 lessons

1. Pounds and pence
2. Convert pounds and pence
3. Add money
4. Subtract money
5. Find change
6. Assessment

**Unit 13: Time** (13 lessons)

1. Roman numerals to 12
2. Tell the time to 5 minutes
3. Tell the time to the minute
4. Read time on a digital clock
5. Use am and pm
6. Years, months and days
7. Days and hours
8. Hours and minutes – start and end times
9. Hours and minutes – durations
10. Hours and minutes – compare durations
11. Minutes and seconds
12. Solve problems with time
13. Assessment

**Unit 14: Angles and properties of shapes** (10 lessons)

- 8 Subtract a 2 digit number from a 3 digit number
9. Complements to 100
10. Estimate answers
11. Inverse operations
- 12 Problem solving (1)
- 13 Problem solving (2)
14. Assessment

**Unit 4: Multiplication and division (1)** 6 lessons

1. Multiplication – equal groups
2. Use arrays
3. Multiples of 2
4. Multiples of 5 and 10
5. Share and group
6. Assessment

**Unit 5: Multiplication and division (2)** 14 lessons

1. Multiply by 3
2. Divide by 3
3. The 3 times-table
4. Multiply by 4
5. Divide by 4
6. The 4 times-table
7. Multiply by 8
8. Divide by 8
9. The 8 times-table
10. Problem solving – multiplication and division (1)
11. Problem solving – multiplication and division (2)
12. Understand divisibility (1)
13. Understand divisibility (2)
14. Assessment

8. Equivalent fractions as bar models
9. Equivalent fractions on a number line
10. Equivalent fractions
11. Assessment

**Unit 9: Mass** 8 lessons

1. Use scales
2. Measure mass
3. Measure mass in kilograms and grams
4. Equivalent masses
5. Compare mass
6. Add and subtract mass
7. Problem solving - mass
8. Assessment

**Unit 10 Capacity** 7 lessons

1. Measure capacity and volume in litres and millilitres
2. Measure in litres and millilitres
3. Equivalent capacities and volumes (litres and millilitres)
4. Compare capacity and volume
5. Add and subtract capacity and volume
6. Problem solving capacity
7. Assessment

1. Turns and angles
2. Right angles in shapes
3. Compare angles
4. Measure and draw accurately
5. Horizontal and vertical
6. Parallel and perpendicular
7. Recognise, draw and describe 2D shapes
8. Recognise and describe 3D shapes
9. Make 3D shapes
10. Assessment

**Unit 15: Statistics** 8 lessons

1. Interpret pictograms (1)
2. Interpret pictograms (2)
3. Draw pictograms
4. Interpret bar charts (1)
5. Interpret bar charts (2)
6. Collect and represent data in a bar chart
7. Simple two-way tables
8. Assessment

<b>Science</b>	<p style="text-align: center;"><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<p style="text-align: center;"><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p style="text-align: center;"><b>Light and Shadows</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p style="text-align: center;"><b>Animals including humans. (nutrition)</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
<b>Design Technology</b>	<b>Catapults (Autumn 1)</b> <b>Stiff and flexible sheet materials</b>	<b>The Great Indian Bake off (Spring 2)</b> <b>Health and nutrition</b>	<b>Summer 2: Game Controllers using the Makey Makey:</b> 1. Evaluating existing products (Game controllers)		

	<ol style="list-style-type: none"> <li>1. Follow simple instructions to make a simple lollypop catapult.</li> <li>2. Follow instructions to create a spoon catapult.</li> <li>3. Create a square based lollypop catapult.</li> <li>4. Design their own lollypop catapult using previous ideas.</li> <li>5. Create and test their catapult.</li> <li>6. Evaluate their catapult and suggest improvements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluating existing products (Tasting Indian flat bread)</li> <li>2. Design criteria and shaping</li> <li>3. Designing an Indian flat bread</li> <li>4 Instructions and Making Indian bread</li> <li>6. Evaluating Bread</li> <li>6. Design a new and improved recipe</li> </ol>	<ol style="list-style-type: none"> <li>2. Design criteria and making prototype for the Makey Makey</li> <li>3. Test out prototype using the Makey Makey and Pac Man game</li> <li>4 Design final game controller</li> <li>5 Instructions and Making Game controller</li> <li>6. Testing and Evaluating Game controller using the Makey Makey</li> </ol>			
<b>Art and Design</b>	<p><b>Mosaics (Autumn 1)</b></p> <ol style="list-style-type: none"> <li>1. Create a simple repeating pattern mosaic using sticky tiles.</li> <li>2. Design a picture mosaic using sketchbook.</li> <li>3. Create picture mosaic using paper tiles and previous design.</li> </ol> <p><b>Pop Art</b></p> <ol style="list-style-type: none"> <li>1. Create a Pop Art picture of a volcano in the style of Andy Warhol's Venus.</li> </ol>	<p><b>British Artists (Autumn 2)</b></p> <ol style="list-style-type: none"> <li>1. Learn about Sonia Boyce and create Memory Postcards.</li> <li>2. Learn about Howard Hodgkin and create Abstract 'Cut Ups.'</li> </ol>	<p><b>Indian Art (Spring 1)</b></p> <ol style="list-style-type: none"> <li>1. Sketch and copy Madhubani Indian paintings.</li> <li>2. Describe the colours and patterns used in the Hastimangala festival and then decorate paper elephants.</li> <li>3. Explore Mehndi art and then create their own symmetrical patterns.</li> <li>4 / 5 Children learn about the technique of Indian block printing and make their own block printing stamps.</li> <li>6. Look at examples of rangoli patterns and create their own outside using chalk or coloured salt.</li> </ol>	<p><b>Van Gogh sunflowers (Summer 1)</b></p> <ol style="list-style-type: none"> <li>1. Sketch and paint sunflowers</li> <li>2. Create sunflowers using ipads and brushes app (relate to David Hockney)</li> <li>3. Use different media to create a sunflower. (Card / pottery)</li> <li>4. Clay tile sunflower</li> </ol>	<p><b>Bodies (Summer 2)</b></p> <ol style="list-style-type: none"> <li>1. Drawing outlines in Felt tip in the style of Julian Opie</li> <li>2. Drawing Body shapes in Charcoal like Henry Moore</li> <li>3. Drawing Bodies in pen</li> <li>4. Making figures in clay</li> </ol>	
<b>Year 3 Sketchbooks</b>	<p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping notes in their sketch books?</p>					
<b>Computing</b>	<p><b>Unit 3.1 Coding</b></p> <ol style="list-style-type: none"> <li>1. Review Previous Coding</li> <li>2. A Physical System</li> <li>3. If Commands</li> <li>4. Variables</li> <li>5. Repetition</li> <li>6. Debugging</li> </ol>	<p><b>Unit 3.2 Online Safety</b></p> <ol style="list-style-type: none"> <li>1. Safety in Numbers</li> <li>2. Fact or Fiction?</li> <li>3. Appropriate content and ratings</li> </ol>	<p><b>Unit 3.4 Touch typing</b></p> <ol style="list-style-type: none"> <li>1. To learn how to use the home, top and bottom row keys.</li> </ol>	<p><b>Unit 3.5 Email</b></p> <ol style="list-style-type: none"> <li>1. To think about different methods of communication.</li> <li>2. To open and respond to an email. To write an email to</li> </ol>	<p><b>Unit 3.6 Branching Databases</b></p> <ol style="list-style-type: none"> <li>1. To sort objects using just 'yes' or 'no' questions.</li> <li>2. To complete a branching database using</li> </ol>	<p><b>Unit 3.7 – Simulations</b></p> <ol style="list-style-type: none"> <li>1. What are Simulations?</li> <li>2. Exploring a Simulation.</li> <li>3. Analysing and Evaluating a Simulation.</li> </ol>



	<p>Program – 2Code EXT – Hour of Code</p>	<p><b>Unit 3.3 Spreadsheets</b></p> <p>1. Creating Pie Charts and Bar Graphs 2. Using the &lt; &gt; and spin button tools 3. Advanced Mode and coordinates</p> <p>Program – 2Calculate</p>	<p>2. To practice and improve typing for home, bottom, and top rows. 3. To practice the keys typed with the left hand. 4. To practice the keys typed with the right hand.</p> <p>Program – 2Type</p>	<p>someone using an address book. 3. To learn how to use email safely. 4. To learn how to use email safely. 5. To add an attachment to an email. 6. To explore a simulated email scenario.</p> <p>Program – 2Email, 2Connect, 2Diy</p>	<p>2Question. 3 / 4 To create a branching database of the pupil’s choice.</p> <p>Program – 2 Question</p>	<p>Program – 2Simulate, 2Publish</p> <p><b>Unit 3.8 – Graphing</b></p> <p>1. To enter data into a graph and answer questions. 2. To solve an investigation and present the results in graphic form.</p> <p>Programs – 2Graph</p>
<p><b>E-Safety and PSHE Digital Lifestyles links</b></p>	<p><b>Unit 3.1: We are Year 3 rule writers.</b></p> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</li> </ul> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• Why is it important to ration the time we spend using technology and/or online?</li> </ul>	<p><b>Unit 3.2: We are digital friends</b></p> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• How does my own and others’ online identity affect my decisions about communicating online?</li> </ul> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</li> </ul>	<p><b>Unit 3.3: We are internet detectives</b></p> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• How might my use of technology change as I get older, and how can I make healthier and safer decisions?</li> </ul> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• When looking at online content, what is the difference between opinions, beliefs and facts?</li> </ul>	<p><b>Unit 3.4 We are aware of our digital footprint</b></p> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</li> </ul>	<p><b>Unit 3.5 We are netiquette experts</b></p> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?</li> </ul>	<p><b>Unit 3.6: We are avatar creators</b></p> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• How does my own and others’ online identity affect my decisions about communicating online?</li> </ul> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• How might people with similar likes &amp; interests get together online?</li> </ul> <p>PSHE Digital Lifestyles</p> <ul style="list-style-type: none"> <li>• Can I explain the difference between “liking” and “trusting” someone online?</li> </ul>
<p><b>Humanities</b></p>	<p><b><u>Autumn 1: Geography focus</u></b> <b>Naples and Campania</b></p>	<p><b><u>Autumn 2: History focus</u></b> <b>The Romans in Britain</b></p>	<p><b><u>Spring 1: Geography focus</u></b> <b>Investigating India</b></p>	<p><b><u>Spring 2: History focus</u></b> <b>The Indus Valley Civilisation</b></p>	<p><b><u>Summer 1: Geography focus</u></b> <b>East Anglia – A region of the UK</b></p>	<p><b><u>Summer 2: History focus</u></b> <b>The Stone Age</b></p>

	<ol style="list-style-type: none"> <li>1. Campania a region in Italy.</li> <li>2. The physical geography of Campania – Mount Vesuvius.</li> <li>3. Earthquakes</li> <li>4. Pompeii and Herculaneum: the eruption of AD79.</li> <li>5. The human geography of the Campania region.</li> <li>6. Tourism in the Campania region.</li> </ol>	<ol style="list-style-type: none"> <li>1. To find out why the Romans invaded Britain.</li> <li>2. To find out how the Romans successfully invaded Britain.</li> <li>3. To locate where the romans settled in Britain.</li> <li>4. To explore who Boudica was from different points of view.</li> <li>5. To find out about the results of Boudica’s revolt.</li> <li>6. To find out about life in Roman Britain.</li> <li>7. To know how the Romans have influenced our lives today</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore India and where it is in the world.</li> <li>2. To explore the mountain ranges found in India.</li> <li>3. To explore some of the major rivers in India.</li> <li>4. To explore the human and physical features of cities in India.</li> <li>5. To explore India’s culture and its influence on other countries.</li> <li>6. To be able to compare India to the United Kingdom.</li> </ol>	<ol style="list-style-type: none"> <li>1. To find out about the Indus Valley civilisation.</li> <li>2. To locate Indus Valley cities and settlements.</li> <li>3. To find out about city planning.</li> <li>4. To find out about the Indus Valley civilisations’ trade and crafts.</li> <li>5. To explore the technology used by the Indus Valley civilisation.</li> <li>6. To find out about the decline of the Indus Valley civilisation.</li> </ol>	<ol style="list-style-type: none"> <li>1. East Anglia – A region of the UK.</li> <li>2. The physical geography of East Anglia.</li> <li>3. The human geography of East Anglia – Farming in East Anglia.</li> <li>4. The physical geography of East Anglia – Coasts.</li> <li>5. East Anglia, Off-shore power generation.</li> </ol>	<ol style="list-style-type: none"> <li>1.What kind of sources tell us about the Stone Age?</li> <li>2.What was Skara Brae?</li> <li>3.How did bronze replace stone in the Bronze Age?</li> <li>4.What do grave goods tell us about the Bronze Age?</li> <li>5.What was life like in an Iron Age hill fort?</li> <li>6.What are the key differences between the stone, bronze and iron ages?</li> </ol>
<b>Music</b>	<p><b>Kapow Music</b> <b>Creating compositions for an animation</b></p> <ol style="list-style-type: none"> <li>1. Telling stories through music</li> <li>2. Creating a soundscape</li> <li>3. Story sound effects</li> <li>4. Adding rhythm</li> <li>5. Musical mountain</li> </ol>	<p><b>Kapow Music</b> <b>Developing singing technique</b></p> <ol style="list-style-type: none"> <li>1. Here come the Romans</li> <li>2. Sing like a Roman</li> <li>3. Roman notation</li> <li>4. Roman battle song</li> <li>5. Perform like a Roman</li> </ol> <p><b>Roman Topic</b></p>	<p><b>Kapow Music</b> <b>Traditional instruments and improvisation</b></p> <ol style="list-style-type: none"> <li>1. Introducing traditional Indian music and instruments</li> <li>2. Indian music: Playing a rag</li> <li>3. Indian music: Adding a drone</li> <li>4. Indian music: Introducing the tal</li> <li>5. Indian Music: Performing Anile vaa</li> </ol> <p><b>India Topic</b></p>	<p><b>Kapow Music</b> <b>Pentatonic melodies and composition</b></p> <ol style="list-style-type: none"> <li>1. Dragon dance</li> <li>2. Pentatonic scale</li> <li>3. Lesson notation</li> <li>4. Enter the dragon</li> <li>5. Final performance</li> </ol> <p><b>Chinese New Year – Sat 10<sup>th</sup> Feb 2024</b></p> <p><b>Learning Songs for Year 3 / 4 production</b></p>	<p><b>Kapow Music</b> <b>Jazz</b></p> <ol style="list-style-type: none"> <li>1. Ragtime</li> <li>2. Dixieland</li> <li>3. Scat singing</li> <li>4. Jazz motifs</li> <li>5. Swung rhythms</li> </ol>	<p><b>Kapow Music</b> <b>Ballads</b></p> <ol style="list-style-type: none"> <li>1. What is a ballad</li> <li>2. Performing a ballad</li> <li>3. The story behind the song</li> <li>4. Writing lyrics</li> <li>5. Singing my ballad</li> </ol> <p><b>Summer Concert rehearsals</b></p>

<p><b>PE</b></p>	<p><b>realPE – Unit 1 Personal Skills</b></p> <ol style="list-style-type: none"> <li>1. Remote control – Matching Pairs – Footwork – Time shares</li> <li>2. Remote control – Footwork – Follow the Leader – Time shares</li> <li>3. Remote control – Footwork – Matching pairs – Time shares</li> <li>4. Shadow Play – Balloon Balance – One Leg – Time shares</li> <li>5. Shadow Play – One Leg – Mirror Challenge – Time shares</li> <li>6. Shadow Play – One leg – Balloon Balance – Time shares</li> </ol> <p><b>Ball Skills (Get Set 4PE)</b></p> <ol style="list-style-type: none"> <li>1. To develop tracking and collecting skills</li> <li>2. To develop confidence and accuracy when tracking a ball</li> <li>3. To develop dribbling skills with hands and feet</li> <li>4. To develop catching skills using one and two hands</li> </ol>	<p><b>realPE – Unit 2 Social Skills</b></p> <ol style="list-style-type: none"> <li>1. Alphaball soup – Develop Jumping Combinations – Jumping and Landing – Roles on a Bus</li> <li>2. Alphaball Soup – Jumping and Landing – Follow the Leader – Roles in a Bus</li> <li>3. Alphaball Soup – Jumping and Landing – Developing jumping combinations – Roles on the Bus</li> <li>4. Dice Frenzy – Exchange Objects – Seated – Roles on a Bus</li> <li>5. Dice Frenzy – Seated – Exchange Objects in 4s – Roles on a Bus</li> <li>6. Dice Frenzy – Seated – Exchange Objects – Roles on a Bus</li> </ol> <p><b>OAA (Get Set 4PE)</b></p> <ol style="list-style-type: none"> <li>1. To develop co-operation and teamwork skills</li> <li>2. To develop trust and teamwork</li> <li>3. To involve all team members to work towards a shared goal</li> <li>4. To develop trust whilst listening to others and following instructions</li> </ol>	<p><b>realPE – Unit 3 Cognitive Skills</b></p> <ol style="list-style-type: none"> <li>1. Ball Control – 3 Limb Race – On a Line – Questions Carousel</li> <li>2. Ball control – On a Line – Raise the Level – Questions Carousel</li> <li>3. Ball Control – On a Line – 3 Limb Race – Questions Carousel</li> <li>4. To Bank or not to Bank – Getting Around Us – Ball Skills – Questions Carousel</li> <li>5. To Bank or not to Bank – Ball Skills – All routes – Questions Carousel</li> <li>6. To Bank or not to Bank – Ball Skills – Getting Around Us – Questions Carousel</li> </ol> <p><b>Fundamentals (Get Set 4PE)</b></p> <ol style="list-style-type: none"> <li>1. To develop balancing and understand the importance of this skill</li> <li>2. To develop technique when running at different speeds</li> <li>3. To develop agility using a change of speed and direction</li> <li>4. To develop technique and control when</li> </ol>	<p><b>realPE – Unit 4 Creative Skills</b></p> <ol style="list-style-type: none"> <li>1. Ball Handling – Juggle Challenge – Sending and Receiving – Badge of Honour</li> <li>2. Ball Handling – Sending and Receiving – Removal Team – Badge of Honour</li> <li>3. Ball Handling – Sending and Receiving – Juggle Challenge – Badge of Honour</li> <li>4. Pass it on – Roller Ball – With a partner – Badge of Honour</li> <li>5. Pass it On – With a partner – Lean on me – Badge of Honour</li> <li>6. Pass it on – With a partner – Roller ball – Badge of honour</li> </ol> <p><b>Tennis (Get Set 4PE)</b></p> <ol style="list-style-type: none"> <li>1. To develop racket and ball control</li> <li>2. To explore rallying using a forehand</li> <li>3. To explore returning the ball using a forehand</li> <li>4. To explore returning the ball using a backhand</li> </ol>	<p><b>realPE – Unit 5 Physical Skills</b></p> <ol style="list-style-type: none"> <li>1. Continuous Relay – Quick off the mark – Reaction / response – Comfort, stretch, panic</li> <li>2. Continuous Relay – Reaction / response – Copy your partner - Comfort, stretch, panic</li> <li>3. Continuous Relay – Reaction / Response – Quick off the Mark – Comfort, stretch, panic</li> <li>4. Balance Dice Frenzy – Cone Transfer – Floor Work – Comfort, stretch, panic</li> <li>5. Balance Dice Frenzy – Floor Work – Hoop Limbo – Comfort, stretch, panic</li> <li>6. Balance Dice Frenzy – Floor Work – Cone Transfer – Comfort, stretch, panic</li> </ol> <p><b>Athletics (Get Set 4PE)</b></p> <ol style="list-style-type: none"> <li>1. To develop the sprinting technique and improve on your personal best</li> <li>2. To develop changeover technique in relay events</li> </ol>	<p><b>realPE – Unit 6 Health and Fitness Skills</b></p> <ol style="list-style-type: none"> <li>1. Gate Masters – tunnels – Ball Chasing – Always, sometimes, rarely</li> <li>2. Gate Masters – Ball Chasing – Develop Ball chasing – combinations – Always, sometimes, rarely</li> <li>3. Gate Masters – Ball Chasing – Tunnels – Always, sometimes, rarely</li> <li>4. Rock, paper, scissors – Balance Transfer – Stance – Always, sometimes, rarely</li> <li>5. Rock, paper, scissors – Stance – Mirror Challenge – Always, sometimes, rarely</li> <li>6. Rock, paper, scissors – Stance – Balance Transfer – Always, sometimes, rarely</li> </ol> <p><b>Rounders (Get Set 4PE)</b></p> <ol style="list-style-type: none"> <li>1. To develop overarm and underarm throwing and catching and apply these to a striking and fielding game</li> </ol>
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	<ol style="list-style-type: none"> <li>5. To explore and develop a variety of throwing techniques</li> <li>6. To use tracking and sending skills with feet</li> </ol>	<ol style="list-style-type: none"> <li>5. To be able to identify objects, draw and follow a simple map</li> <li>6. To draw a route using directions, orientate a map and navigate around a grid</li> </ol>	<p>jumping, hopping and landing</p> <ol style="list-style-type: none"> <li>5. To develop skipping with a rope</li> <li>6. To apply fundamental skills to a variety of challenges</li> </ol>	<ol style="list-style-type: none"> <li>5. To learn how to score and use simple rules</li> <li>6. To work co-operatively with others to begin to manage a game</li> </ol>	<ol style="list-style-type: none"> <li>3. To develop jumping technique in a range of approaches and take off positions</li> <li>4. To develop throwing for distance and accuracy</li> <li>5. To develop throwing for distance in a pull throw</li> <li>6. To develop officiating and performing skills</li> </ol> <p><b>Swimming</b></p> <p>1-6 Front crawl, backstroke, with float and without. Floating.</p>	<ol style="list-style-type: none"> <li>2. To develop bowling and learn the rules of the skill within this game</li> <li>3. To develop batting technique and understand where to hit the ball</li> <li>4. To develop fielding techniques to apply them to game situations</li> <li>5. To play different roles in a game and begin to think tactically about each role</li> <li>6. To apply skills and knowledge to compete in a tournament</li> </ol> <p><b>Swimming</b></p> <p>1-6 Front crawl, backstroke, with float and without. Floating.</p>
RE	<p><b>Christianity: How do Christians show that reconciliation with God and others is important?</b></p> <ol style="list-style-type: none"> <li>1. Engage with the idea and meaning of 'reconciliation' in everyday life.</li> </ol>	<p><b>Islam: How does a Muslim show their submission and Obedience to Allah?</b></p> <ol style="list-style-type: none"> <li>1. Engage with the idea of willing obedience.</li> <li>2. Enquire into the importance of obedience /</li> </ol>	<p><b>Hinduism: Why do Hindus want to collect good Karma?</b></p> <ol style="list-style-type: none"> <li>1. Engage with the idea of 'karma' through a game.</li> <li>2. Enquire into why karma is important to Hindus.</li> </ol>	<p><b>Christianity: What do Christians mean when they talk about the Kingdom of God</b></p> <ol style="list-style-type: none"> <li>1. Engage with the idea of kings and kingdoms.</li> <li>2. Enquire into the Christian belief that Jesus is</li> </ol>	<p><b>Why do Humanists use the golden rule as a basis for morality?</b></p> <ol style="list-style-type: none"> <li>1. Explain how a humanist uses stories to help us to think about how to treat</li> </ol>	<p><b>How does the teaching of the gurus move Sikhs from dark to light?</b></p> <ol style="list-style-type: none"> <li>1. Engage with the idea of someone moving you from dark to light</li> <li>2. Enquire into the idea of Nanak as a Guru</li> </ol>

	<p>2. Enquire into the concept of 'reconciliation' in a key Christian story.</p> <p>3. Explore 'reconciliation' through biblical narrative.</p> <p>4. Explore Christian 'reconciliation' through Church Practice.</p> <p>5. Explore Christian 'reconciliation' through Christian Living.</p> <p>6. Evaluate our RE learning about Reconciliation in Christianity.</p>	<p>submission to Allah for a Muslim.</p> <p>3. Explore ideas about submission and obedience in Muslim stories or in the Qur'an.</p> <p>4. Explore Muslim Community Practice – showing submission / obedience in ritual prayer.</p> <p>5. Explore Muslim Living – aspects of obedience and submission to Allah in everyday life.</p> <p>6. Evaluate what pupils have learnt about the Muslim concept to submission.</p>	<p>3. Explore Hindu ideas of Karma and Samsara through Hindu story and text.</p> <p>4. Explore why Hindus encourage good 'karma' through Hindu Community action.</p> <p>5. Explore the Hindu belief in 'karma' through Hindu daily life.</p> <p>6. Evaluate our RE learning about how karma impacts on a Hindu's life.</p>	<p>King.</p> <p>3. Explore Christian ideas about the Kingdom of God in (i) Biblical Narrative.</p> <p>4. Explore Christian ideas about the Kingdom of God in (ii) Church Practice.</p> <p>5. Explore Christian ideas about the Kingdom of God in (iii) Christian Living.</p> <p>6. Evaluate your learning Into what Christians mean when they talk about the Kingdom of God.</p>	<p>others and develop empathy.</p> <p>2. Describe what humanists mean when they talk about 'good without God.'</p> <p>3. Describe how humanist thinking and the golden rule impacts education at a humanist school.</p>	<p>3. Explore how Nanak became a Guru</p> <p>4. Explore how the Granth is a living Guru</p> <p>5. Explore how Sikhs focus on listening to the true Guru</p> <p>6. Evaluate pupils learning about how the Guru's teaching takes Sikhs from dark to light</p>
<b>PSHCE</b>	<p><b>Beginning and Belonging</b></p> <p>1. Making the classroom safe.</p> <p>2. Building Relationships</p> <p>3. Coping with new situations – Emotions.</p> <p>4. Coping with new situations – New people</p> <p>5. Coping with new situations – How to cope</p> <p>6. Sources of Support</p>	<p><b>Anti-bullying</b></p> <p>1. Friendships and Falling Out.</p> <p>2. Defining Bullying</p> <p>3. Causes and types of Bullying</p> <p>4. How Bullying May Affect Us</p> <p>5. Responding to Bullying</p> <p>6. Supporting Others</p> <p><b>Diversity and communities</b></p> <p>1. Exploring My Identity</p> <p>2. Valuing Difference</p>	<p><b>Managing Safety and Risk</b></p> <p>1. Identify physical, social and emotional risks.</p> <p>2. Understand that pressure to act in a risky way might come from people they know.</p> <p>3. State possible physical and mental reactions to different risks.</p> <p>4. Develop a range of strategies to aid decision making in risky situations.</p> <p>5. To know some ways to reduce risk in a variety of situations.</p>	<p><b>My Emotions</b></p> <p>1. Understanding and Managing Feelings.</p> <p>2. Understanding and Managing the Impact of Feelings.</p> <p>3. Concentrating on One Emotion.</p> <p>4. Getting Support</p> <p>5. Impact of feelings on actions.</p> <p>6. Calming and Relaxing.</p>	<p><b>Healthy Lifestyles</b></p> <p>1. A balanced, healthy lifestyle.</p> <p>2. Physical Activity.</p> <p>3. Healthy Eating.</p> <p>4. Dental Hygiene.</p> <p>5. Making Healthy Choices.</p> <p>6. Processing the learning.</p>	<p><b>Relationships and Sex Education</b></p> <p>1. Body knowledge</p> <p>2. Body functions and Changes.</p> <p>3. Personal hygiene – routines.</p> <p>4. Personal hygiene – How it will change in the future.</p> <p>5. Illness / disease Prevention.</p>

			6. To recognise some of the causes of accidents and ways to prevent them.			
<b>French</b>	<b>Getting to Know You</b> <ol style="list-style-type: none"> <li>1. Hello!: To greet people in different ways</li> <li>2. What's your Name?: To exchange names in French</li> <li>3. How are you?: To discuss how I am feeling</li> <li>4. Goodbye: To choose appropriate phrases for the situation</li> <li>5. Counting 0 – 10: To recognise and repeat sounds and words</li> <li>6. How old are you?: To listen and respond to someone's question</li> </ol>	<b>All about Me</b> <ol style="list-style-type: none"> <li>1. Classroom Instructions: To listen and respond to instructions</li> <li>2. My Body: To read, listen and respond to vocabulary</li> <li>3. Actions: To understand and respond to action words</li> <li>4. Colours: To copy pronunciation accurately</li> <li>5. Clothes 1: What's in Your Wardrobe? – Recognise masculine and feminine clothing nouns</li> <li>6. Clothes 2: What are you wearing: To have a simple conversation about clothes</li> </ol>	<b>Food Glorious Food</b> <ol style="list-style-type: none"> <li>1. The Very Greedy Dog: To follow a familiar story in French</li> <li>2. Please May I have?: To use determiners</li> <li>3. Preferences: To use the definite article</li> <li>4. What colour is it?: To describe the colour</li> <li>5. What Did He Eat?: To begin to place adjectives appropriately</li> <li>6. I'm Hungry!: To use a range of grammar</li> </ol>	<b>Family and friends</b> <ol style="list-style-type: none"> <li>1. Meet My Family!: To use possessive adjectives</li> <li>2. Pets: To match subject and verb correctly</li> <li>3. Alphabet: To recognise and repeat sounds and words</li> <li>4. What's His Name?: To use a range of vocabulary to create different sentences</li> <li>5. How Do You Spell?: To use French pronunciation of the alphabet to spell words</li> <li>6. My Home: To make new sentences about homes by substituting different vocabulary</li> </ol>	<b>Our School</b> <ol style="list-style-type: none"> <li>1. What's in the Classroom? To ask and explain where things are in the classroom</li> <li>2. What's in Your Pencil Case?: To describe the contents of my pencil case</li> <li>3. School Subjects: To express opinions about school subjects</li> <li>4. PE Lesson: To listen to commands and follow instructions</li> <li>5. Around School: To ask and answer questions about places in school</li> <li>6. What Do You Like to Do?: To construct simple sentences to say what I like to do at school</li> </ol>	<b>Time</b> <ol style="list-style-type: none"> <li>1. Counting 11-31: I can recognise and repeat sounds</li> <li>2. Days of the Week: I can recognise, say and respond to a set of vocabulary</li> <li>3. Months of the Year: I can listen, read and respond to a set of vocabulary</li> <li>4. Mon Anniversaire: I can speak in sentences using known vocabulary and grammar</li> <li>5. What's the Date Today? I can use known language to present information</li> <li>6. Yesterday, Today, Tomorrow: I can use the verb 'to be' for past and future tense</li> </ol>